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STEP is a part-time school, part-time work program for potential school dropouts 15 years of age or older. Pupils attend school in the morning and work in the afternoon. The teacher-coordinator plays the key role and meets with a group of 15 to 20 pupils daily to "orient" them to school and work. The coordinator counsels his pupils individually, places them, and supervises their work experience. A typical day includes a period each of English, social studies, an elective, and STEP orientation in the morning, and work as clerks, messengers, stock boys, custodians, or general helpers in the afternoon. The majority of students were placed in private agencies. Some of the results have been: in 1962-63 27% of the pupils were returned to the normal school program; 11% entered full-time employment; 13% were removed for lack of progress; 44% completed the year in STEP; and only 5% became school dropouts. Case studies of 12 students are included and serve to show the unique individual assistance the program offered many young people who faced an unpromising future.							
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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF GUIDANCE
ALBANY

Cases in Point

STEP, THE SCHOOL TO EMPLOYMENT PROGRAM

THE UNIVERSITY OF THE STATE OF NEW YORK

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The School to Employment Program

CASES

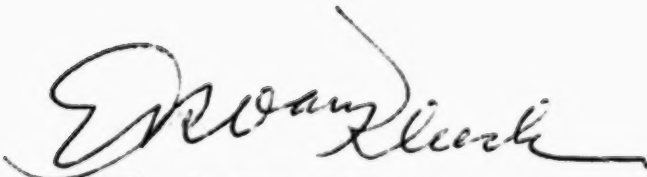
IN

POINT

**Bureau of Guidance
New York State Education Department
Albany 12224**

FOREWORD

Sometimes it is difficult really to capture the flavor of a new educational venture solely by reading about it and studying its statistical outcomes. This may be especially true when some of the more impressive impacts of the program on those associated with it occur in terms of factors which resist objective measurement. To a certain degree, the changes in attitude and performance that have been noted for the potential dropouts served in STEP fall in this category. Perhaps the vignettes of STEP students that follow will help those interested in the program more fully to appreciate the power of its work-study approach. "Cases in Point" was written by James W. Moore, Supervisor, Bureau of Guidance, Division of Pupil Personnel Services.



Edwin R. Van Kleeck
Assistant Commissioner for
Pupil Personnel Services and
Adult Education

PREFACE

STEP is a part-time school, part-time work program for potential school dropouts 15 years of age or older. The program has two goals: (a) to assist potential dropouts to stay-in-school, (b) to assist those that leave to become employed. Pupils attend school in the morning and work in the afternoon. The key person in STEP is the teacher-coordinator who meets a group of 15 to 20 pupils daily to "orient" them to school and work. The coordinator also counsels his pupils individually, places them, and supervises their work experience. Pupils are not placed except in accordance with the New York State Education and Labor Law. A typical day for a STEP pupil includes a period each of English, social studies, an elective, and STEP orientation in the morning, and work as a clerk, messenger, stock boy, custodian, or general helper in the afternoon. Although the majority of STEP pupils are privately placed and privately reimbursed, some are assigned work stations in tax-supported agencies in which situation they receive a stipend from the funds of the school district.

The Department matches the expenses of programs in Albany, Brentwood, Buffalo, Greece, Ithaca, New York, North Tonawanda, Poughkeepsie, Rochester, South New Berlin, Watertown, and Yonkers from an annual appropriation of \$150,000.

In 1962-63, 27% of the pupils were returned to the normal school program, 11% entered full-time employment, 13% were removed from the program for lack of progress, 44% completed the year in STEP, and only 5% became school dropouts.

While these statistics may be impressive, they fail to convey the unique assistance the program has offered many young people who faced an unpromising future.

In the pages that follow, we present several brief studies of STEP pupils prepared by their teacher-coordinators in an effort to add meaning to our figures. These relatively informal descriptions have been edited only to conceal the identity of the pupils. Cases for current and former STEP pupils are included.

Below are listed the STEP teacher-coordinators who cooperated in this presentation:

Albany	Mr. Nathan Sutin
Buffalo.	Miss Dorothea Hall
	Dr. Edward Egan
	Mr. Thomas Murdock
	Mr. Rocco Lamporelli
Ithaca	Mr. Caesar George
New York City.	Mr. Julian Tillson
	Mr. Jay Schindel
North Tonawanda.	Mr. Victor Fila
Poughkeepsie	Mr. Charles Belcher
Rochester	Mr. Francis P. Walsh
Watertown.	Mr. Harold Goodness
Yonkers.	Mr. Robert Granados

March 1964

CASES IN POINT

The Case of Ruth

Ruth comes from a large, low socioeconomic family which has received public assistance for a considerable length of time.

Her father is an alcoholic. He is often unable to hold a job or be interviewed for potential work. Her mother works part-time, earning about thirty-two dollars per week.

Ruth was a student at _____ Junior High School when she entered the STEP program. Her first work experience was at the school as a filing clerk.

Ruth dressed in a drab, unbecoming manner. She was easily discouraged and intended to leave school as soon as she reached her sixteenth birthday.

Ruth was placed in private employment as a shipping clerk at \$1.25 per hour in a printing plant. She was retained as a regular employee during the summer months. When September arrived she decided not to return to school but with encouragement and guidance she enrolled at the _____ High School. She continued her job on a part-time basis.

Because of her experience in STEP, Ruth has improved her appearance and her attitude toward society; in fact, her entire personality has changed for the better. She now has some spending money of her own, and at the same time, has learned that an education is important.

(At last report, her family is no longer "on welfare.")

The Case of David

David lives with his parents and three younger brothers. His father is a long-distance truck driver and frequently away from home.

When David came to high school, he had definitely made up his mind that he was going to join a branch of the armed forces as soon as he was of age. He expected to continue his education in the service and planned to make the military his life career.

His eighth grade record revealed that he had been absent twenty times, tardy seventeen times, and that his class average for five subjects was 74. His teachers recorded that he was not too interested in academic work and that he was swayed by the thinking of his associates.

Prior to entering the program, he had helped his grandmother with clerical work. He expressed interest in this field and so was placed as an assistant at the Board of Education mail desk. David enjoyed the work.

He delivered material to the various offices and he learned to sort and run the stamping machine. He was well liked by his supervisor and the office personnel he served.

His mother reported that David no longer complained about going to school; that in fact, he looked forward to his hours in school. David had always been a shy person, reluctant to meet older people. Since he has his job, he is more relaxed. She could see a great change in his vocabulary. He seemed to have grown up to his own age level. She reported that he no longer talked about quitting school as soon as he could.

He completed his freshman year with one absence and eleven tardies, and earned a class average of 78 percent. His class teachers assigned him high personality ratings.

During vacations he visited a cousin who recently purchased a small farm. The boy developed an interest in farming and after consultations with the boy and his mother it was decided that he should apply for the horticultural course at a local vocational school. David was accepted by the school in September 1963 and reports indicate that he is satisfied and doing creditable work.

The Case of Eleanor

Eleanor was selected for STEP because of her attitude toward school, as well as her difficulties at home. She was a trouble-maker, large for her grade, and did poor work despite her ability. (She has college potential.) She had excessive absences, failed some subjects, and wanted to leave school. At home she was not very agreeable. The home is a broken one, and Eleanor the middle child of three.

Her parents are separated. Her father is an alcoholic, and was abusive at home. He favored and pampered Eleanor, but her mother mistrusted her. Eleanor felt this and concluded that her mother favored her brother and sister. There is no evidence of any cause for mistrust. Since the separation, Mrs. E. has worked to support the family and keep it together. She is a high school graduate, and the brother is a student at _____ Technical Institute. On the other hand, her father had very little interest in education.

Eleanor's marks improved while she was in STEP, so that she passed all three examinations in June, with marks of 72, 67, 70. She returned to school in September 1963 as a full junior, and has been doing well, her first average being 87.6, and her second one, 80.0. Eleanor wanted to study practical nursing when she returned, but there was no room in the class, so she accepted a business course, and is succeeding. A year ago she would not have accepted this change in her plans graciously and would probably have left school. This year, as a result of our work with her, she is more mature, not only willing to accept the course she was given, but also to try hard to do well in it.

Her work record shows her to be an average worker, courteous, working well with others, and earning the rating "employable" at the end of the year.

During the year she improved, then slumped, and then improved again, so that she received a high rating on all the traits listed. Eleanor developed a sense of responsibility in finishing the work she started. Her attitude toward work, and toward self-discipline and cooperation became good (greatly improved). She also became more careful of her appearance. For the last six months of the school year Eleanor was privately employed in a hospital, and her work supervisor felt that she should be encouraged to enter nursing or practical nursing. She has the ability for this, scholastically, so it is a realistic goal for her.

It is early to predict, but Eleanor will probably graduate. Her attitude toward school and toward people is good; she has become more mature in her responses to situations. The pleasure with which she reported the good marks she is earning was very gratifying.

The Case of Mary

Mary was selected for STEP because of her attitude toward school and toward her family, especially her mother. She had been a truant, had attended several schools, was not working to capacity, and had inappropriate goals. She wanted her own way in everything and could not face reality. She broke the school rules and then attempted to lie her way out of it. She is capable of finishing high school if she applies herself.

There are five children in the family, Mary being the eldest. She was in constant conflict with her mother concerning money matters, her share of the work at home and the younger children. Her mother was, and is, very anxious to raise her well, but not to spoil her. Before entering STEP Mary had run away once and gone to Catholic Charities about her home situation. Most of her grievance, however, was of her own making, enlarged by her imagination, and the matter was disposed of by a conference with her mother. After a year of STEP her mother said that Mary's appreciation of the value of money and her attitude at home were improved.

Mary's marks improved while in STEP, and in June she passed all her examinations, with marks of 77, 73, 65. She returned to school this fall, but wanted to re-enter STEP or leave. When she found, however, that she would not be readmitted because the full program would be better for her, she settled down in the regular course, and has been doing well. Her greatest difficulty, stubbornness about getting her own way, was helped by STEP. She also realized the importance of a high school diploma.

Mary was not a dependable worker at first, several times "cutting" work. She worked at a community center, then in the school library, and finally as an office assistant in one of the grammar schools. Here she proved herself. She learned the work well, became proficient in bookkeeping and calculating, and in general was such a help to the assistant principal that he asked for a girl from STEP this year.

Mary can finish high school. She learned a great deal from STEP. She may back-slide occasionally into her former ways, but she knows that this is not correct behavior in the adult world, and at the moment gives every indication of completing her schooling.

The Case of Ted

Ted was a special referral from a visiting-teacher representing a cross-town school area. He had had problems of behavior and adjustment in several schools and poor achievement. He also cut classes and was a truant. Ted has a definite reading disability and cannot comprehend simple mathematics.

He lives with his parents and has an older and a younger sister. His parents are very interested and cooperative. The visiting teacher felt STEP could effect some adjustment through work experience because he was very good in shop and liked to work with his hands. Ted feels that his parents are too strict and that they do not understand him. He wants adult status now. In reality he is very immature.

His progress has been consistent. He comes to school on time everyday by bus from across town. His ratings are average and he is trying. He experienced so little success and so much frustration in mathematics that he was transferred to shop where he excels. He has now progressed and made a satisfactory adjustment to a new school situation and to STEP. The work experience is largely responsible for this progress.

He is employed in the afternoon at the local zoo because he likes animals and because it is close to his home. His training report ratings are all high and have been so consistently. The curator writes, "Ted continues to be one of our best boys...his attitude is good...he is happy on the job and we are well satisfied with him." His willingness to work and his job adjustment have been excellent.

Ted has learned a great deal about work, other schools and their offerings. Now he says, "It isn't hard to go to school anymore because around twelve o'clock when school gets dull we go to work and do something different." He admits work is a lot harder than he thought it would be. In STEP he claims he has learned to face up to his own problems. His mother writes, "STEP to me means the difference between a troubled, depressed boy and an awakened and full of hope young man...he now feels accepted...he has a new spark...he is enthusiastic about school." He would like to go to a vocational school for auto mechanics or carpentry (whichever school will accept him). He has the ability to make an expert tradesman. He shows a high degree of mechanical ability. Having found himself in STEP, continuation in a vocational school will approximate a work-study program inasmuch as he will take shop (his main interest) three hours per day. The outlook is bright for Ted for he has come a long, long way.

The Case of Daniel

Daniel, sixteen, is our only student from last year who has continued in STEP. He is slow academically and has difficulty reading and writing. He hopes to achieve our secondary goal of the program; to become more employable. He plans to leave school in June.

He lives with his parents and older sister. His father has been hospitalized for a long period of time. His mother is employed. She asked if he could continue in STEP because it has helped him so much. She claims

he has learned more in STEP than he has in the last six years of school.

Since he has been in the program he has been a model student, always extremely polite and courteous and working to the best of his ability. He tries very hard to please.

Dan has had two work stations this year. His library post gave him a feeling of importance. The librarian comments on his loyalty and mentioned how much she missed his help when he was absent a few days because of a cold. Job rotation was forced on Daniel because of his intention to work as a laborer when he leaves school. He was placed in a warehouse job. His adjustment was good and he is also proud of the fact that he lost thirteen pounds. At first he was reluctant to leave the security of the library position. His problem of overweight was brought to his attention by his first work supervisor.

Generally, he is well adjusted but displays some tension in school. However, from dependence he has progressed to independence. Now, he is happy that the teacher-coordinator rotated him to different jobs. He feels he is living a completely new experience and appreciates the opportunity afforded him in STEP. This boy has benefited greatly from a second year in STEP and is now ready to make his own way. This points up that many boys from last years' group that have been suspended, dropped-out or failed to make a satisfactory high school adjustment may have profited from additional time in STEP. Many requested continuation. (Editor's note - Financial considerations dictate that in general, students remain in STEP but one year.)

Daniel once made this statement, "I never believed I could do all the things I have done in STEP by myself." He has learned not only to stand on his own two feet, but has helped his family financially. His parents backed the program 100%. They stated, "It is the experience in the working world that counts and this program gives the boys that chance."

His work experience in STEP will be very valuable to him when he seeks employment next year.

The Case of Robert

Although he has average intelligence, Robert failed most of his eighth grade subjects. His attendance has been very poor since he was a sixth grade student. However, he has not created discipline problems in school.

Robert lived in a two room house with two younger brothers and two younger sisters 17 miles from town. Both of his parents are living. The family has received public assistance from time to time for the past 20 years. His father consistently has been unable to hold a job for more than a month.

Previous to STEP, Robert worked in the school cafeteria part-time but was reprimanded for stealing silverware. He kept his employment a secret so that his father would not take his pay check.

Robert was overweight because of a poor diet. His condition was ridiculed by his parents and his friends. He definitely wanted to quit school and go to

work. He did not want to live at home but spent as much time as possible with a "better-off" aunt. Efforts were made by the school nurse-teacher and by a family service organization to assist Robert but these attempts were resisted by his parents.

In September 1962 Robert's parents approved his admission to the STEP program. Robert was removed from a "hated" eighth grade to participate in STEP at the new high school. Immediately his attitude changed for the better. He developed a genuine friendship with the teacher-coordinator. He enjoyed STEP and his attendance was perfect during his year in the program. He obtained a work-station at the city garage. His supervisor at the work station took a personal interest in Robert and eventually asked to have the boy live at his home on a farm in a neighboring community. Robert is now making satisfactory progress as a sophomore. He has lost 20 unneeded pounds. He is raising his own horse and steer and is a member of the local 4-H Club. As a result of this interest he is saving money to enter the Cornell Agricultural School. His appearance and his attitude have improved tremendously.

The Case of Elgin

In September 1962 the Dean of Boys sent for the STEP teacher-coordinator and introduced him to Elgin, whose previous term's record included thirty-two unauthorized absences, repeated cuts and failure in all subjects. His permanent record, however, showed an above average IQ and an adequate reading score. Although the sixteen year old boy was living with his father (his mother was unknown to him), the father accepted no responsibility for the boy except to provide sleeping quarters. Elgin's employment need was pressing and the need for special supportive action from the school was suggested by the Dean. Elgin's father was also interviewed and he promised his limited cooperation.

Elgin was retained in the program for two terms during which time he was employed by a recording studio as a trainee for the job of recording engineer. His employer informed the coordinator, that if he had pursued this path, Elgin would have been the first American Negro to be so employed in this highly technical job. Instead Elgin followed his studies with uniformly satisfactory results - no cuts and no unexcused absence, hoping for eventual graduation in the academic program and the study of veterinary medicine.

With the financial security provided by his job, he started to explore his city's cultural features, attending theatrical, musical and dramatic performances. Elgin subscribed to a national news magazine which he read with intelligent interest. His withdrawal from the ghetto-circumstances of life was almost complete. Last June Elgin was awarded a general diploma (he lacked one term of language credit for an academic diploma). Unfortunately Elgin's grades were not high enough for scholarship help but he has been able to enlist in the U. S. Air Force under a program which will provide college training toward his eventual objective.

The Case of Nelson

Nelson has average academic ability but in the term before entering STEP

his highest mark in five subjects was 40. In that same term he was absent 55 times and late 11 times. He was well known to the Dean for repeated violations of school rules. Finally he became involved with the police while cutting school. When his mother admitted that she could not control Nelson, the school advised that she take him to Children's Court. About that time STEP was started in the school, and after preliminary screening and discussion with his parents, Nelson was taken into the STEP class.

During his first STEP term he was absent 12 times, late 6 times and had one cut. He passed all his subjects and showed a marked improvement in attitude and interest. This was substantiated by the Dean who had nothing to report about the boy. In his second STEP term he was absent 5 times, never late, had no cuts and again passed all subjects. During this term we were able to program him for bookkeeping. He showed a genuine liking and aptitude for the subject and received a grade of 85. There were no cuts reported and the Dean's office had no record for Nelson again this term. In attitude and responsibility, there was great advancement. During the summer he went to summer school and took academic English and social studies, receiving a mark of 85 in each subject. A change in personality was also evident in his dress, and mannerisms. He cut his hair from the long, fancy style to a short, plain one.

In the September 1963 term he entered the normal school program in the academic commercial track, carrying a 9 period day. He has been absent 3 times, has no lateness, and has not cut a period. Nelson expresses a strong desire to go to college and aspires to be a CPA. He has been recommended for a special program at the _____ Bank, and has become a highly regarded, responsible member of the student body. His marks for this term are as follows: Eng. 65, Soc. St. 75, Bkg. 90, Law 80, Bus. Mach. 85, Art 65, Health Ed. 90.

When I approached the Dean about Nelson he reported one violation and then said, "I am glad he has this one on his record; it shows he is still human." All his teachers answered in glowing terms whenever I discussed Nelson. Those members of the faculty who instructed Nelson in various subjects prior to STEP were pleased and startled to see such a tremendous change.

The Case of L. W.

Because of his lack of interest, continued failure in school, low academic ability, excessive absenteeism, refusal to respect authority, and his expressed desire to quit school, "L" was referred to the School to Employment Program. His measured ability on an individual intelligence test fell in the dull-normal range. However, he speaks well and impresses people as being of at least average intelligence.

Although glasses were supplied through the school program, he never wears them. He is interested in weight lifting and spends considerable time with this at home but has refused school participation in this activity. "L" has very few associates within school but does have one close friend who has already dropped out of school.

"L" is the 3rd of four children, all living at home, including a married sister and her husband, both unemployed. "L's" father, an unskilled worker, has been unemployed for a number of years, and the whole family have been subsisting on welfare assistance. Throughout "L's" grade school years he has been on the school lunch (free) program. The family has always had financial problems, and their vocational goals and aspirations have been very low. Their general attitude toward formal schooling has been negative. Neither parent attended school beyond the 8th grade, the married sister was a drop-out, and another brother, now aged 14, seems to be uninterested in school.

Over the years, "L" has been identified as a slow-learner and repeated 2nd and 3rd grades. Thereafter, because of his age and size, he was promoted chronologically with his peers. This year his school program was adjusted so that he now carries two industrial arts shops, a basic math course, and the STEP program. Academic progress in spite of the adjusted program, has been poor, primarily because of his low reading level.

"L" originally mentioned that he was interested in meat cutting, but upon being sent out on a job of this type he returned to say he wouldn't like it. On another occasion he was sent out for a job as a stock clerk but presented himself unfavorably and was refused employment. His job approach and manner in job hunting were discussed with him at great length. He has since been placed as a cafeteria worker and custodial assistant at one of our elementary schools. His supervisor had been informed of the boy's limitations and it was arranged that special assistance be given "L" by providing him with written instructions rather than verbal, to help with his reading problem. "L" recognizes now more than ever the need to read and has asked to receive special help from the STEP coordinator. This is being given through daily individual reading lessons. Since working at this job - now 8 weeks - he seems to have taken an entirely different approach to his school work. He has shown great improvement in school attendance, having missed only 3 days in the past 10 week period. His general attitude toward school and people seems to have improved and it is hoped this will continue.

"L" will be 18 years old on April 1, 1964, and it is probable that he will leave school voluntarily then. He has already investigated the various branches of the military service. This could be a good objective for him, particularly in view of the family's many problems. If he chooses a job objective, his job approach and attitude toward work have improved to the point where he is better prepared now for industrial employment.

The Case of "J"

"J" has an I.Q. of over 120, but last year failed all four subjects that she was taking. She was a chronic absentee and the attendance officer was constantly being sent to bring her to school. It was found that the student was having family difficulties, as a result of which, she rarely came to school.

"J" and her parents were contacted last June by the Guidance Department and were informed of the merits of STEP. They seemed to be quite enthusiastic concerning the program and "J" was enrolled in STEP for the next school term.

"J" was sixteen years of age when the school term began in September and was placed in private employment with a dental supplies firm from one until five P.M. During the first marking period her work was so good that her English teacher wanted to place her in an honors class, and all her marks were above 85%. At this time she only missed two days of school in six weeks, whereas prior to this it was unusual if she came to school two days in six weeks.

Her employer is extremely pleased with her work and is training her in the use of the office machines. We have advised her that in order to be more valuable to her employer she should take such subjects as typing, bookkeeping, office practice, and other pertinent business subjects to help further her career.

She claims to be very interested in graduating from school, but during the past few weeks has shown a lapse into her former habits. Her marks are beginning to fall off and she is beginning to be absent more frequently. "J" claims that this is due to recent illnesses but we are not sure whether it is due to the home situation, lack of interest in school, or the fact that she is capable of getting a good job without finishing school.

We are hoping that this student remains in school and does the work which she is capable of doing, but in the event that she does leave school we have at least furnished her with a good job opportunity for the future through the STEP program.

The Case of Douglas

Upon completion of kindergarten, Douglas was referred to a school psychologist for testing. His performance was inferior and his parents were asked to allow the school to postpone his promotion to first grade. Findings of the school psychologist could not convince the parents that Douglas was not prepared for first grade; therefore, he was allowed to remain with his class. At this time, his intelligence quotient was estimated at 80 to 90 on the Stanford-Binet. This estimate was similar to that reported in the eighth grade on the Otis Quick-Scoring Mental Maturities Test.

Academic improvement was hampered by a series of illnesses including: whooping cough, pneumonia, measles, and chicken pox. These afflictions all occurred in the first and second grades.

Placed in a modified classroom in the first grade, Douglas progressed through the grades satisfactorily. His first failure to respond at a grade level came in the eighth grade at _____ High School. Of significance here is that it was his first year away from a self contained classroom, and his first year in a different and larger building. A dismal record of four course failures held him back a year. An attendance record of 140 days present of a possible 180 undoubtedly contributed to this inadequate performance. In the fall of 1962, Douglas was selected for the School to Employment Program because of his spotty attendance record, his poor academic showing, and his general lack of interest in the school setting.

At the end of the 1962-63 academic year, Douglas had: (1) passed all courses, including social studies, English, and mathematics, (2) reduced the number of days absent to 23, and (3) satisfactorily performed the duties of his job as an orderly's assistant at a local hospital.

He was allowed to remain in the STEP program on the recommendations of the school psychologist and the teacher-coordinator. This permission was granted to postpone a decision to leave school, and to allow him to profit from a reduced class schedule. Improvement to date is evidenced by the fact that Douglas is passing all courses, and has been absent only four days, those due to an injury sustained at his work station. He is currently employed at a local hospital and payment for his efforts is being assumed by that hospital.

The Case of "X"

"X" is a tall sandy haired young man in 9th grade at _____ Junior High School. His I.Q. on group tests has been 89 to 106. His father was described by his mother as "always drunk." "It is impossible to live in the same house with him. No matter what "X" does it is always wrong." His father was unemployed and his mother was working as a cleaning woman when "X" applied for placement on the STEP Program. He is the oldest in the family of five children.

"X's" family moved frequently so that he was in and out of our school system three different times during his elementary school years. He was promoted on condition from 1st to 2nd grade, repeated 2nd grade, and received a special promotion from 6th grade to junior high because of his age and size.

His personality estimates during his elementary school years described him as negative in "seriousness of purpose," "industry," "concern for others," "responsibility," and "adjustability." He was described by his teachers as "very saucy, belligerent, ruins a class" - "lazy, indifferent, unstable." In 8th grade a teacher wrote, "He wants to be recognized on his age level rather than his achievement level. He is no behavior problem when given recognition."

The above observation by an understanding teacher was one of the clues used in accepting "X's" application for STEP. When interviewed quite soon after his placement, he was neatly dressed, said he liked the STEP program, did not care what type of a part-time job he had, that he wanted to be a farmer, "and might just as well graduate from high school if I can make it." He showed none of the belligerent attitudes reported earlier on his record. He is a primitive type of boy; lives in the country and hunts for small game after school. He apparently invests very little in homework but was comfortable enough in school, so that he was not thinking of quitting. He was especially anxious to earn something for essentials and spending money.

When interviewed again about six months later, he appeared relaxed and pretty comfortable inside. He was very enthusiastic about his work experience, his work supervisor, and the boy with whom he works. He now wants to enter the army when he is 18, - not the navy as his father did. His father is

currently employed as a transport driver. "X" says he is not drinking so much and is much easier to live with. "X" enjoyed working on a farm all summer. He gets along well with the numerous farm boys in his area and shares their interests. He has started a coin collection and speaks about it with enthusiasm. As a matter of fact, enthusiasm seems to have replaced belligerence in "X's" attitude toward life.

"X" has been employed by the education department of the High School for well over a year now. There is every indication that he will be put on the payroll during the summer months. The work supervisor is impressed with his responsibility, cooperation and initiative. He is one bright spot in our efforts to reduce dropouts and change behavior through STEP!

EPILOGUE

The descriptions of the impact of STEP on Ruth, Ted, Eleanor, and the others suggest these clues to counselors, teacher-coordinators, and other staff members seeking to serve potential dropouts.

1. It was evident that the teacher-coordinators were very well acquainted with their students in both a professional and a personal sense. To achieve this requires time, professional competence, and devotion to the goals of the program. As much as anything else it dictates a limit to the number of pupils an individual coordinator can assist.
2. It was apparent that a blighted home background was a characteristic shared by these pupils. However, in a number of instances, parents participated with coordinators in the reorientation of their children through STEP.
3. It was obvious that the progress of individual pupils was by no means uniform. More than a few failures must be expected.
4. It was also apparent that school personnel working with potential dropouts must take care to avoid too cautious an outlook lest it inhibit the relatively rapid improvement in performance and attitude that sometimes occur.
5. It was strongly indicated in several cases that the interest and support offered STEP pupils by their work station supervisors made a material difference in their "rehabilitation." Work station supervisors must be rated as among the "important others" in the lives of STEP students. Careful selection of work station sites and supervisors is indicated.
6. It was not precisely clear in just what way supervised work experience assisted these potential dropouts. Perhaps the contribution varied from case to case. However, that the contribution was universally significant cannot be doubted.

The term "education" springs from Latin roots meaning to lead forth. In a very real way, STEP teacher-coordinators are leading potential dropouts from an unhappy condition to a vantage point astride the boundary between school and work from which they may reassess the meaning of both worlds for themselves and eventually learn to move with greater ease through either or both, alone.